FORTUNATHENA FEDERATION

Health and Safety Policy
INCLUDING
Fire Procedures and Critical Incident Management Policy

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Administrator.

When a policy reviewer becomes aware of *any updates* they will ask the Administrator to email the policy to them and follow the above procedure.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:	Andy Smallcombe
Updated on:	July 2025
Date to be reviewed:	July 2026

Signed . . . . . Date . . . . . .
(Executive Head of Fortuna & Athena Federation)

Signed . . . . . Date . . . . . .
(Head of Athena School)

Signed …… Date……
(Chair of Governors)

The Governing Body of Athena School recognises its responsibilities under the Health and Safety at Work etc. Act 1974 (HASWA). To ensure that arrangements are in place to secure, so far as is reasonably practicable, the health, safety and welfare of pupils, staff and others using or visiting the premises or participating in school sponsored activities.

1. Statement of Health and Safety Policy and Intent

The Governing Body is committed to:

- The provision of safe and healthy conditions for pupils, employees and visitors
- Compliance with all relevant health and safety legislation
- Seeking the co-operation of staff, pupils, parents and contractors to achieve these objectives in order to minimise injuries and work related ill health.

The main hazards and risk control arrangements are detailed in Section 3.

It is impossible to list every hazard likely to present at any time and therefore everyone must be continually vigilant to ensure that any new hazards are identified and appropriate arrangements implemented to control the risks.

If in doubt about anything to do with health and safety, stop and ask; where necessary specialist advice will be obtained.

This Health and Safety policy will be reviewed annually and amended as necessary in the light of new developments and information gathered from monitoring.

2. RESPONSIBILITIES

The Governing Body

The responsibility for ensuring that health and safety procedures within the school are adequate rests with the Governing Body. The Governors will ensure that all necessary procedures are devised, implemented, monitored and reviewed to ensure compliance with these procedures and that they remain appropriate. In particular, to:

a) make arrangements to ensure that the school complies with all relevant legislation particularly the HASWA;
b) have in place procedures to identify hazards and evaluate risk control measures;
c) create a management structure and periodically monitor its effectiveness;
d) ensure a Governor attends any health and safety briefings held by the LA;
e) ensure that Equans Facilities Management Health and Safety Policy complies in all instances with the Health and Safety Act together with Lincolnshire County Council, Local Authority and School Policy;
f) have health and safety on the agenda at Governing Body meetings;
g) ensure the Head of School, as the key manager for health and safety, carries out the appropriate responsibilities.

The Governing Body will provide, in co-operation with Equans where responsibilities for premises and personnel are shared:-

A safe environment for pupils, staff, visitors and other users of the site.

Head of School
The Head of School, as key manager is responsible for the day to day running of the school and putting health and safety into effect.

The Head of School will:
- be satisfied that effective arrangements are in place to ensure health and safety;
- ensure that termly health and safety inspections are carried out;
- arrange for risk assessments to be carried out;
- put into effect any remedial measures or refer as necessary to the Governors or Facilities Manager for Equans;
- consult with staff on health and safety matters particularly any staff safety representative or union representative;
- attend any health and safety briefings and training arranged by the LA;
- report regularly to the Governing Body on health and safety matters;
- work closely with the caretaker and Facilities Manager of Equans on all matters relating to health and safety in the school.

The school working in partnership with Equans will share responsibility for the maintenance of Health and Safety in certain areas.

Day to day responsibility for ensuring this policy is put into practice and that health and safety standards are maintained, the following people have responsibility in the following areas-:

Area of Health and Safety	Responsibility	Named Person	Procedures
General Hazards	Equans /School	Equans Caretaker: Anna Uttley. Annexe Caretaker: Simon Ormerod Head: M Bunn	See Arrangements from Page 6
Fire Procedures Bomb Alert	Equans /School	Anna Uttley, Simon Ormerod Head: M Bunn	"
Moving and Handling	School	Head: M Bunn School Safety Rep: A Smallcombe	"
VDU Equipment	School	Head: M Bunn School Safety Rep:	"
Smoking at Work	School/ Equans	Head: M Bunn	"
Contractors	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	"

* A Deputy Head will deputise for the Head of School in her absence

First Aid	School	First Aiders: Michelle Rook / Katie Eastmead / Vicky Duncan	“
Pregnancy at work	School	Head: M Bunn	“
Young Person at Work	School	Head: M Bunn	“
Security of premises	Equans /School	Caretaker: A Uttley, S Ormerod	“
Violence to staff	School	Head: M Bunn	“
Off-site Procedure	School	Head: M Bunn	“
Medical Policy	School	Head: M Bunn	“
Reporting of Accidents/Incidents	School/ Equans	Head: M Bunn Caretaker: Anna Uttley, Simon Ormerod	“
Health and Safety Representatives	Equans /School	Caretaker: Anna Uttley, Simon Ormerod Head: M Bunn	“
Staff Induction procedures	Equans /School	Caretaker: Anna Uttley, Simon Ormerod Head: M Bunn	“
Physical education, sport and play activities	School	Head: M Bunn PE Postholder: Gareth Freeman	“
Vehicles on the premises	Equans /School	Caretaker: Anna Uttley, Simon Ormerod Head: M Bunn	“
Science, technology and Art	School	Head: M Bunn Emma Pritchard, Brett Gornall	“
Working Alone	School	Head: M Bunn	“
Working Time	School	Head: M Bunn	“
Buildings Repairs/Maintenance	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“

* A Deputy Head will deputise for the Head of School in her absence

Grounds Maintenance	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
Utilities	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
COSHH Regulations	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
Legionella	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
Cleaning	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
Pest Control	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
Disability Discrimination Act	Equans /School	Head: M Bunn	“
Waste Management	Equans /School	Caretaker: Anna Uttley, Simon Ormerod	“
Catering Services	School	Head: M Bunn June Infield	“
Fixed and Loose Furniture	Equans /School	Caretaker: Anna Uttley, Simon Ormerod School Safety Rep	“
Swimming Policy	School	Head: M Bunn PE Postholder: Gareth Freeman	“
Absconding Policy	School	Head: M Bunn	“
Display Health and Safety at Work Poster/Fire Notices	School/ Equans	Head: M Bunn	“
Work-Related Stress	School	Head: M Bunn	“
Third Party Use	Equans /School	Head: M Bunn Caretaker: Anna Uttley, Simon Ormerod	“

* A Deputy Head will deputise for the Head of School in her absence

Other Responsibilities
A member of the Governing Body is designated with responsibility for Health and Safety

The caretaker has particular responsibility for security and premises related issues and will carry out responsibilities as agreed in Equans localised Plan and as specified in the Arrangements section of this policy

Health & Safety Co-ordinator
A member of staff will assist the Head of School and caretaker in monitoring health and safety in the education areas and reporting any identified hazards. This information will be reported and recorded regularly as outlined in arrangements.

All employees have to:
- co-operate with management and adhere to policy on health and safety matters;
- not interfere with anything provided to safeguard their health and safety;
- take reasonable care of their own health and safety;
- use correct equipment, tools and safety and personal protective equipment;
- report all health and safety concerns to an appropriate person as detailed in this policy.

It is important to remember that all staff have a responsibility and Duty of Care for the welfare and safety of the children. Awareness, vigilance and prompt action will help maintain a safe environment.

Pupils
Pupils are expected to:
- exercise personal responsibility for their own health and safety and that of their classmates;
- observe standards of dress and behaviour consistent with the safety of themselves and others;
- observe the rules of the school and in particular the instructions of teachers.

LOG BOOK
A log book will be kept in the Caretaker's office in which all risks or hazards are noted.

FIRE PRECAUTIONS
The Fire Alarm System is maintained and monitored by the Equans.
The Caretaker tests the alarm on a daily basis at an agreed time with the Head of School.
A Fire Drill will be held once a term in the school.
Each new staff /pupil and visitors will be informed of fire procedures in their induction.

ACCIDENTS, INCIDENTS, NEAR MISSES AND DANGEROUS OCCURRENCES.
All will be recorded and reported in accordance with Lincolnshire County Council Policy. Pupil accident forms are kept in the school office and completed by trained staff. The New system through LCC is called AIR. This can be accessed via the link below.

The AIR form should be used for **all staff accidents, incidents and near misses and pupils who require significant First Aid (visit to the hospital), head injuries where parents are informed/children are collected or where their accident occurred due to the fabric of the building e.g. carpet loose, pothole in car park etc.** (localised recording on medical tracker is also required for the schools records).

The link for AIR is here:
https://forms.office.com/Pages/ResponsePage.aspx?id=klvgtM74tUabJJm6XBHl6VXnYexcdNJOkXnMKkdA_y1URDVNRVJSWkIzV1BJUkVQQ0EySVRMV0FaTiQlQCNjPTEu

All “Major” injuries and “Dangerous Occurrences” must be notified to the Health and Safety Executive immediately by telephone 0845 300 9923.

COMMUNICATION
All staff is made aware of issues pertaining to Health and Safety through Induction Process and the Staff Handbook. Health and Safety policy and related procedures are located in School Office and staff room.

HEALTH AND SAFETY REPRESENTATIVE
There is a member of staff and a Governor designated with responsibility for Health and Safety.
Staff Member: A Smallcombe
Governor: Andrew Madge / Gail Brown

RISK ASSESSMENTS
The Head of School will ensure that a risk assessment is carried out for the education areas and working methods. Risk assessments with regards to premises and shared responsibility will be carried out in conjunction with Equans and the Annexe caretaker.

Monitoring, Reviewing and Auditing of Policy
All staff to undertake risk assessment of hazards in their working areas.

LA Client Services will be contacted to enable the school to produce relevant risk assessments for working areas.

Subject co-ordinators will produce risk assessments for PE Sport and play activities, Science, Art/Design and Technology

All other risk assessments will be undertaken by the Head of School in co-operation with ENGIE.

School health and safety co-ordinator will collect information from staff with regard to matters of health and safety.

Risk assessments and behaviour management plans on individual children will be scheduled into staff meetings and updated three times per school year. These are also live documents so will be updated as and when the need arises.

Weekly staff meetings will gather information on matters of health and safety.

Once per half term a meeting will be held with Caretaker / Head of School / School Safety Rep / those responsible for Health and Safety.

Health and Safety will be included on the agenda for all Governors meetings.

An audit will be undertaken annually, to assess effectiveness of risk assessments and Health and Safety Arrangements.

3 Arrangements and Significant Findings of Risk Assessments

3.1 General Hazards

A high standard of housekeeping is expected to reduce the risk of accidents. Furniture and equipment shall be kept tidy and not allowed to pile up so as to cause a toppling hazard. Unwanted items are to be cleared out and not allowed to accumulate in such ways as to congest the working areas. Pupils' bags are not to be left in walkways or areas where they create tripping hazards.

Specific attention is to be given to avoid slipping and tripping hazards such as trailing cables, damaged floor coverings, slippery floor surfaces. Staff are expected to rectify these situations where possible or report them to the Caretaker or Site Manager.

Step stools, step ladders and ladders are provided and must be used where necessary to reach above head height. Staff are to inspect these before use and report any defect to the Caretaker or Site Manager. Staff are not to use chairs, boxes or similar items and are not to climb up the face of cupboards or storage racks.

Filing cabinet drawers shall not be overloaded and employees must not open more than one drawer at once as this presents a toppling hazard. Desk and cabinet drawers are to be closed immediately after use and not left open.

Damaged or defective furniture and equipment is to be reported to the Caretaker or Site Manager. Also any sharp edges which may cause injury and/or damage to clothing must also be reported.

Pupils are reminded on a regular basis about the risk of fingers being trapped in doors. The Caretaker or Site Manager is responsible for checking routinely that the self closers operate properly, ensuring that adjustments are carried out if doors close too quickly. The vulnerable doors have been identified as the main entrance door, the doors to the pupils' toilets (because pupils tend to wait outside these for their friends) and the doors leading to the playground. These doors have been fitted with finger protector strips to eliminate the risk of injury.

All radiator spindles must be fitted with a handwheel or cap to prevent penetration injuries.

Running is not permitted within the school premises and care is necessary when using doors, particularly those without viewing panels. Doors must not be opened without regard for someone coming from the opposite direction

3.4 Electrical Equipment
Staff shall not attempt repairs nor make modifications to electrical equipment other than those normally associated with daily operations. Any defects or malfunctions must be reported.

The fixed electrical installations in the school are inspected and tested on a 5 yearly basis by electrical contractors and any maintenance to prevent danger is carried out.

Only electrical equipment provided by the school shall be used. Formal visual inspections/ tests of portable electric equipment are carried out annually by Equans (for all Equans owned equipment), and by Simon Ormerod (for all school owned equipment) to identify any maintenance that is required to prevent danger.

Staff are alerted to the dangers of defective wiring and equipment and are encouraged to visually inspect electrical equipment before use and to report any defects immediately.

It is essential that, where portable electrical equipment is used outdoors, a residual current device (RCD) is used to reduce the risk of serious electric shock. Staff must use RCD adapters if one is not fitted into the fixed wiring and to cease using any equipment which causes the RCD to trip.

3.5 Working at Heights
Staff are reminded that falls from heights are a common cause of fatal and serious accidents at work. The need to reach things at heights should be eliminated wherever possible e.g. displaying pupils' work and storing things below head height. Where this is not possible, proper access equipment must be used and the following rules followed:

Staff shall not use ladders or step ladders if they are working alone in or around the school; if an incident occurs there is no one to call for assistance.

Before using a ladder or step ladder, make sure it is the right equipment for the work. Scaffold towers or specialist access equipment may be required to reach the position and enable the work to be carried out safely. In these cases, the equipment must be erected in accordance with the manufacturers' instructions by a person who is competent, having received sufficient instruction and training.

Ladders and Step Ladders - General Rules
- Check that equipment is in good condition; do not use ladders or step ladders with cracked, broken or splintered stiles/rungs/steps/hinges/cords/clips or other defects.
- Check the ladder is clear of overhead electrical cables.
- Set the ladder at the correct angle (1 out to every 4 up)
- Never climb higher than the fourth rung from the top to ensure adequate hand hold.

- If using the ladder for access onto a flat roof or platform etc. make sure it extends at least 1.1m above the stepping off point so as to provide an adequate handhold, especially for coming down.
- Move ladders and step ladders so as to avoid the need to overreach.
- Secure the ladder at the top wherever possible; this ensures the ladder cannot slip sideways or backwards and whilst doing this get someone to foot the base.
- If this is impracticable, see that it is firmly secured at the base or footed by a responsible person.
- Ladders less than 3m in length, where securing or footing is not practical, can be used unsecured or footed, providing they are set at the correct angle on a firm, level, non slippery surface.
- Ladders over 3m in length must be secured as above or footed.
- Make sure that extension ladders have enough overlap to prevent collapse.
- Stand the ladder or step ladder on a firm level base and not on loose material.
- Clean wet, icy or greasy rungs or steps before use; make sure footwear is in good condition and free from mud or grease on the soles before climbing.
- Carry light tools and equipment in pockets or a holster/tool bag slung from a strap over the shoulder; use a hoist line to raise larger items when at the working position.
- Step ladders must be long enough to reach the work and provide a secure hand hold. Do not stand on the top step or platform on a step ladder unless it is constructed with a secure hand hold.
- Always spread step ladders to their fullest extent for stability and check that retaining hinges/cords/clips are secure.
- Whenever possible place step ladders at right angles to the work, i.e. with the front or back of steps facing the work. Pushing, pulling or reaching sideways whilst on step ladders should be avoided because it is less stable; where this is unavoidable another person should support the steps to prevent them tipping.

3.6 Substances Hazardous to Health

Where possible all substances used in the school should be non hazardous e.g. not labelled 'Toxic', 'Harmful', 'Corrosive' or 'Irritant'.

All substances must be properly labelled, stored, used and - when necessary – disposed of in accordance with the manufacturers' instructions. Staff should be aware of the requirement to assess the risks to health of any hazardous substances brought into the school to ensure the appropriate risk control measures are devised, implemented and where appropriate, recorded.

Some hazardous substances are unavoidable: the COSHH assessment for cleaning substances and legionella bacteria are given below. The control measures for the hazardous substances used in Science, Technology, Art (and Catering where applicable) are as recommended in the relevant section.

School Cleaning Substances

Liquid cleaners, disinfectants and bleach carrying the 'Irritant' and 'Harmful' warning labels are used for general purpose cleaning in the school and are secured in the Facilities Manager's Room.

These substances are necessary; substitutes without these hazards are considered not to be effective.

The following measures are used to control the risks to health from the use of these substances:

- The substances are kept secure at all times when not in use to prevent access by pupils and unauthorised persons.
- The substances are only to be used as directed by the manufacturers on the containers.

- Substances shall not be mixed together. This is particularly important with bleach, where toxic fumes can be generated if this is mixed with other substances.
- Skin contact with the substances straight from the containers or prolonged/repeated contact with diluted solutions can cause health problems e.g. redness of skin, eczema or dermatitis. Contact with the skin is to be avoided by the wearing of protective gloves. These are to be inspected before use and replaced if damaged. At least one spare pair of gloves is kept in stock at all times.
- Accidental splashing on the skin or in the eyes needs to be washed immediately with plenty of water and further medical assistance sought if any problems persist. Any skin problems associated with the use of these substances shall be reported to the Head of School and, where appropriate, to a medical practitioner.
- Where substances are transferred into smaller containers for use, they are marked with their contents, dilution ratios and appropriate hazard sign.

The above measures are considered necessary to comply with the COSHH Regulations and it is concluded that these will adequately control the risks to health presented by the use of these substances.

Legionella Bacteria

There is a small risk of legionella bacteria developing in the domestic water system. If droplets are inhaled, as when taking a shower, this could lead to legionnaire's disease which can be serious for vulnerable persons. A company specialising in water hygiene has been commissioned to assess the risks and the recommended remedial work has been carried out to prevent contamination and stagnant water gathering in dead legs of pipework etc. Once a year during the summer holidays a specialist company is contracted to clean and chlorinate the water storage tanks, pipework and shower heads etc. In addition, the Caretaker or Site Manager is responsible for ensuring that shower heads are cleaned and the hot and cold water services are thoroughly run through prior to the school re-opening after more than 5 days' closure.

3.7 Fire Risk Assessment

A fire risk assessment has been carried out as required by the Management of Health and Safety at Work Regulations 1999. The significant findings of the fire risk assessment are produced annually and records kept.

3.8 Manual Handing of Items and Loads

Manual handling operations are required to some extent in most of the school's activities and it is not reasonably practicable to avoid them. Most of these within the classroom do not generally involve significant risks and are within the capabilities of all staff. The measures detailed below are considered adequate to reduce the risks of injury to the lowest level reasonably practicable.

Staff shall not attempt to lift or move anything they consider to be too heavy or awkward for them. If help is not at hand the matter should be reported to the Head of School.

When lifting boxes, parcels etc. the back must be kept straight and lifting carried out using the leg muscles. Never bend from the waist and lift with the legs straight as this puts strain on the back muscles and spine and may lead to injury.

Special care is to be exercised where pupils are involved with the moving of objects eg moving trampolines or pianos. Staff are required to assess these operations and only allow pupils to be involved where they will not struggle and to ensure that adequate precautions are taken to prevent injury.

The manual handling of any objects which present a significant risk of injury and which cannot be avoided, is only to take place following a risk assessment to determine the control measures to reduce the risks to an acceptable level.

The following operations have been assessed and, along with the manual handling training that has been provided, are considered to be adequate to reduce the risks to the lowest extent reasonably practicable.

Chair and Table Moving

Measures to reduce the risk of injury:

- using correct lifting techniques;
- carrying no more than 3 chairs at a time;
- using special trolley for moving stacks of chairs;
- carrying no more than 1 table at a time (single tables);
- obtaining assistance where the timescale involved could lead to over-exertion.

Miscellaneous Packages and Items

Measures to reduce the risk of injury:

- using correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance where the weight/size of load is beyond individual capacity.

Furniture, Lockers, Display Boards etc

Measures to reduce the risk of injury:-

- using the correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance in proportion to the weight/size and distances involved;
- wearing protective equipment such as gloves and safety footwear.

3.9 Moving and Handling Assistance for Pupils with Special Needs

- An assessment of the moving and handling needs of pupils with special needs will be carried out before the pupil starts at the school. Where necessary, advice and guidance will be obtained from parents, the Health Authority and Health and Safety Advisors.
- The assessment will identify the moving and plan appropriate for each pupil. The hierarchy of measures in these plans shall be as follows:
- Hazardous moving and handling operations shall be avoided, so far as is reasonably practicable, by the use of hoists/slings and, where appropriate, encouraging pupils to move themselves or by re-organising activities.
- Where the above is not reasonably practicable, measures shall be implemented to reduce the risk of injury to the lowest level reasonably practicable; training for staff in using the correct techniques, team lifts, the use of wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables etc.
- The moving and handling plans will be recorded in the pupil's care plan.
- The assessments shall be reviewed each term or when significant changes occur.

3.10 Display Screen Equipment (DSE)

Computer equipment is used extensively by staff in the school office and some teachers. These members of staff have been designated as 'users' under The Health and Safety (Display Screen Equipment) Regulations 1992.

'Users' are provided with information and training about the risks to their health and how to minimise them.

Workstations used by the above 'users' have been assessed to ensure they satisfy minimum requirements and the risks are reduced to the lowest level reasonably practicable.

Frequent changes of activity occur; therefore, no special breaks need to be planned into work routines to prevent the onset of fatigue.

'Users' are entitled to eye tests and any special spectacles required for display screen work. Initially 'users' are to request these through the Head of School who will provide referral letters to take to an optician of their choice.

Work related upper limb disorders such as pain to the muscles, ligaments and nerves of the hand and arm can be brought about by repetitive movements associated with intensive keyboard or mouse operations. Properly arranged work stations and organisational systems will minimise the risks of these disorders. Staff should be aware of this type of injury and report any pain, discomfort, swelling or weakness experienced during or shortly after keyboard/mouse work.

3.11 Smoking at Work

Smoking is not permitted in the school or on school grounds. This is to prevent unwanted exposure to environmental tobacco smoke which is a health hazard and to minimise the risk of fire.

3.13 First Aid Arrangements

Having staff trained in emergency first aid is considered to be appropriate for the risks and numbers of persons present. It is the policy of the school to train as many teachers and midday meal supervisors as possible in emergency first aid so that there is always cover for the most likely times that injuries occur and for absences/school trips etc. This training is repeated every 3 years to maintain competence. First aid boxes stocked with the recommended contents are located at appropriate points and Michelle Rook, Katie Eastmead and Vicky Duncan are responsible for checking the contents on a monthly basis and replacing any items used. All staff should familiarise themselves with the location of these so that, in the event of an injury or acute illness, these can be located quickly. In these cases an ambulance can be summoned from the telephone in the office.

Staff should administer first aid treatment in accordance with their training and always err on the side of caution by referring pupils for further medical attention as set out below or when in doubt.

Head Injuries

Head injuries can easily be underrated. Any significant knock to the head which shows signs of swelling, grazing, crushing, or which changes the behaviour of the pupil, should be referred immediately for further medical attention. Slight knocks to pupils who have had previous head injuries could be serious and these also should be referred immediately for further medical attention. Parents are to be contacted immediately where further medical attention is necessary and informed via the standard letter of any non significant head bumps which show no signs or only slight reddening.

Other Injuries

Broken bones may sometimes not be obvious in children. Any injury which results in continued pain or changed mobility should be referred immediately for further medical attention.

Infection Control

Aids and hepatitis B viruses are a risk to staff involved in the provision of first aid. The universal precautions for cleaning up body fluid spillages detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries' should be followed to prevent the spread of infection. This poster is displayed in the staff room.

3.14 Pregnancy and Work

Staff who become pregnant shall inform the Head of School so that an assessment can be carried out to ensure that any risks created by their work are identified and eliminated or controlled. Advice on pregnancy and work is given in the County Council leaflet PO/EL/12 and in the Department of Health poster 'Guidance on infection control in schools and nurseries' which is displayed in the staff room.

3.15 Young persons working or on work experience in the school.

If young persons come to the school to work, or are on work experience, special Regulations apply. A 'young person' is someone who has not attained the age of 18 and a 'child' is someone not over compulsory school age. Where such young people are involved, specific risk assessments need to be undertaken to identify any measures that are required to reduce the risks because of their immaturity, inexperience and lack of awareness. Where a 'child' is involved, the findings of the risk assessments and the protective/preventive measures to be taken must be communicated to the person having parental responsibility for the child.

All young persons will work directly under the supervision of an experienced member of staff who is responsible for ensuring the appropriate measures are taken to protect their health and safety. The activities that young persons are likely to be involved in are low risk. To ensure that persons having parental responsibility for a 'child' are aware of this, they shall be informed as described above; a copy of this policy shall be forwarded to them with the confirmation letter.

3.16 School Security

Access to the school is only via the Reception entrance which is monitored at all times to prevent unauthorised access.

All other doors are locked from the outside to prevent unauthorised access but these can be readily opened from the inside in case of emergency.

The car park is fenced from the areas occupied by pupils and the pedestrian gates are closed during school time.

When pupils are outside at break times or during sports they are supervised closely to ensure they do not go through the gates onto the road. A fence has been erected around the school for increased security from intruders and to prevent the children from absconding. Suitable gates are provided and fire wardens hold keys to the gates.

All visitors are required to report to the Reception Office or to the Caretaker or Site Manager on arrival.

The names of all visitors and their time of arrival and departure should be recorded and a badge issued for identification whilst on the school site.

Unknown persons on the school site not wearing a visitor's badge are to be asked what they are doing and if they require assistance. In some cases it may not be appropriate for a lone member of staff to make this approach; in these cases the Head of School is to be informed and, if necessary, the police called for assistance.

3.17 Violence at Work

The school seeks to minimise staff vulnerability to violent disturbing behaviour, including threats, intimidation and verbal abuse as well as physical assault. This kind of behaviour will not be tolerated from pupils or parents and further action such as exclusion/banning/prosecution will be considered. The following steps should be followed:

- Staff who have any qualms about parental interviews should arrange for a colleague to be present;
- Staff should not become confrontational even if provoked; offer to arrange another meeting with senior colleagues and close the interview;
- Do not hold meetings with parents in isolated classrooms and have clear objectives and a set timescale;
- Do not make home visits alone;
- If verbally or physically abused, leave or call for assistance immediately;
- Staff should report any concerns and all incidents of verbal abuse, threats or actual assaults to the Head of School. This will enable incidents to be monitored, investigated, and appropriate action taken.

A register is kept of those who have demonstrated violent tendencies in the past. Reference should be made to this register when arranging meetings with parents so that appropriate support can be organised.

- Staff who suffer violence at work will be sympathetically treated and a variety of support systems are available.
- Violence from pupils is dealt with through the school's Behaviour Management Policy.

Further advice on violence at work is given in the leaflet PO/EL/18.

3.18 Educational Visits

Staff should note that pupils face far higher risks on school visits than they do in the school. The hazards of all visits must be identified and appropriate risk control measures built into the arrangements. A summary of these must be recorded for all visits undertaken. A separate Visits Policy has been produced and the DCSF document 'Health and Safety of Pupils on Educational Visits' is used as a guide for the risk control arrangements.

Farm visits pose a risk of infection and the precautions are detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries' and the DCSF memo on this subject must be followed. This poster is displayed in the staff room.

3.19 Medicines and Infection Control

The storage and provision arrangements for pupils' medicines are set out in a separate statement in the School Medicines Policy.

Pupils and staff who are unwell with an infectious disease should not be at school and should be kept away until they are better or no longer pose a risk of infection to others. The recommended periods of exclusion should be in accordance with the guidance set out in the Department of Health poster 'Guidance on infection control in schools and nurseries'. This poster is displayed in the staff room.

3.20 Injury Reporting

Pupil accident forms are kept in the school office and completed by trained staff. The New system through LCC is called AIR. This can be accessed via the link below.

The AIR form should be used for **all staff accidents, incidents and near misses and pupils who require significant First Aid (visit to the hospital), head injuries where parents are informed/children are collected or where their accident occurred due to the fabric of the**

building e.g. carpet loose, pothole in car park etc. (localised recording on medical tracker is also required for the schools records).

The link for AIR is here:
https://forms.office.com/Pages/ResponsePage.aspx?id=klvgtM74tUabJJm6XBHl6VXnYexcdNJOkXnMKkdA_y1URDVNRVJSWkIzV1BJUkVQQ0EySVRMV0FaTiQlQCNjPTEu

The Head of School is responsible for ensuring that the forms are completed for all injuries to staff and for carrying out the statutory reporting procedures for 'major' and 'over 3-day absence' injuries as required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

These forms must be used to notify the Health and Safety Executive (HSE) of any 'major' injuries to staff, pupils or visitors and any 'over 3-day absence' injuries to staff.

'Major' injuries to pupils and visitors are those which require them being taken directly to hospital. This only applies to injuries which arise in connection with work, either through a premises fault or through work organisation such as lack of care, not those which arise from play or sport activities or which arise from health condition.

'Major' injuries to staff are basically any break of the large bones or any injury which requires hospitalisation for more than 24 hours.

All 'major' injuries must be notified to the HSE immediately by telephone 0115 971 2800. 'Over 3-day absence' injuries to employees do not require telephone notification.

Some incidents which do not result in injury must be reported by telephone to the HSE. These are known as 'Dangerous Occurrences' and are only those which are specified by the Regulations. These are mainly large incidents in the construction and manufacturing sectors but some, such as a fire or electrical short circuit which disrupts activities for more than 24 hours or the failure of a lift, will apply.

The Health and Safety Team (01522 552205) shall be contacted if in doubt about these reporting procedures.

3.21 Statutory Notices

The Head of School is responsible for ensuring that a 'Health and Safety Law' poster is displayed in the offices where staff can read it.

In the case of a foundation school the Head of School shall also ensure that a current copy of the employers liability insurance certificate is displayed where staff can see it.

3.22 Health and Safety Representatives and Consultation

The role of trade union appointed health and safety representatives is recognised and encouraged.

Health and safety is a standing item on the agenda of all staff and full governors' meetings at the school.

3.23 Staff Induction Procedures

The capabilities of all new members of staff with regard to their own health and safety and that of pupils in their care will be taken into account before employment starts.

Adequate information and training will be given to ensure that they are aware of the school's health and safety arrangements, particularly:-

- evacuation procedures;
- first aid and injury reporting arrangements;
- any other relevant emergency procedure.

3.24 Physical Education, Sport and Play Activities

Most injuries to pupils occur during these activities.

General rules for play times
A sufficient number of staff will be available to supervise play times and will be positioned where they can see all pupils.

Staff shall watch for and control over-enthusiastic behaviour. In particular, running and ball games shall only take place in the designated areas. Running and ball games are prohibited in the 'Quiet' areas.

The retrieval of balls from neighbouring gardens by climbing fences or entering without specific permission is prohibited.

Staff shall not carry hot drinks whilst on play time supervision duties.

Fixed outdoor play equipment shall be visually inspected on a daily basis by staff. A termly inspection will be made and a record kept. All play equipment is annually inspected by a specialist contractor.

General rules for sport and physical education

It is the policy of the school to follow the guidance in the document 'Safe practice in Physical Education' published by the British Association of Advisers and Lecturers in Physical Education (BAALPE) and the guidance from the relevant national governing body for the activity concerned.

Only suitably qualified members of staff are to supervise physical education and particular attention should be paid to the following:

- Physical activities should be quietly undertaken and there should be strict control, especially if competitive games are being played;
- Ensure pupils are involved in activities appropriate to developing their existing abilities;
- Staff shall position themselves where they can see all pupils;
- Appropriate clothing should be worn at all times. Loose and floppy clothing should be tucked in shorts; no baggy tops should be allowed;
- Long hair should be tied back;
- Watches, large rings and ring type earrings must be removed;
- Sports areas and pitches should be checked before activities start, to make sure there are no dangerous objects around the side of the hall or any of the outside areas being used;
- Ensure all equipment is safely set up before using;
- Check equipment for signs of wear/defect regularly;
- Limit the number of pupils using any one piece of apparatus;
- Set up apparatus with adequate spacing between each item;

- If pupils are involved in moving equipment, make sure this is done using the correct techniques with enough pupils to ensure that they do not have to struggle;
- Apparatus being used should be at least two metres from any wall;
- Pupils must be supervised at all time in the hall;
- Make sure that equipment is put away safely.

3.25 Vehicles on the Premises

Vehicles manoeuvring around the premises, particularly reversing in restricted areas, are a major risk and can cause serious, even fatal injuries. Special care is necessary to ensure that pupils are kept away from the vehicles on the school premises. In particular:

- Pupils shall not be allowed on the playing field whilst grass mowing takes place;
- Pedestrians must use the separate entrance provided;
- Delivery and contractors' vehicles must be prevented from entering the premises at school starting and leaving times;
- Bus discharge and pick up arrangements must be planned to avoid pupils having to cross the road and avoid the need for reversing whilst pupils are around.

3.26 Science, Technology and Art

A separate health and safety policy has been produced for science which is based on the CLEAPPS School Science Service Model Health and Safety Policy in Science for Primary Schools (L224).

The advice and guidance in the following documents are practiced to control the risks:

CLEAPPS L5p Safe use of Household and Other Chemicals
L86p Electrical Safety - Primary
L164a Heating in Primary Science
L190p Studying Microorganisms in Primary Schools
GLU Glues and Adhesives

The Association for Science Education (ASE) - 'Be Safe - Some aspects of safety in school science and technology for key stages 1 & 2'

The National Association of Advisors and Inspectors in Design and Technology (NAAIDT) - 'Make it safe!'

DCSF - 'Safety in Practical Studies' and 'A Guide to Safe Practice in Art and Design'

In particular teachers shall ensure that:

- Sharp knives and sharp ended scissors are stored securely and only used by older pupils under close supervision.
- Round ended scissors to be used where possible.
- Only non-hazardous paints and glues are used.
- Pupils shall be shown how to use the simple hand tools available to them in the classroom safely and it must not be assumed that they have been taught this previously because they have used the tools before.
- Eye protection is used by pupils where materials or tools are likely to produce chips or splinters which fly off.
- Hot wire polystyrene cutters are only to be used in well ventilated rooms.
- Pupils do not use spray glue.
- Only low temperature glue guns are to be used by pupils

- In cookery lessons the quantities of hot liquids are to be kept to a minimum and pans positioned so as not to be knocked over.

3.27 Statutory Engineering Inspections

Annual inspections of all equipment and records kept in ENGIE office.

3.28 Working Alone

Some activities involve special risks and shall not be carried out whilst alone on the premises. If an accident occurs, there will be no one to help or summon assistance. These will include those listed below. These require specific risk control measures which are not detailed here.

- Working at heights of more than 2 metres (from floor to feet position).
- Moving and handling tasks where assistance is required to minimise the risk of injury.
- Work in roof spaces.
- Meetings with people who have a record of violent behaviour or meetings where conflict or disagreement is anticipated.
- Working alone on the premises should be avoided where possible but where this is unavoidable the doors should be secured to prevent intruders. (Doors which provide emergency escape can be readily opened from the inside.) A telephone must be readily available. In addition, everyone who works alone on the premises must make sure that someone knows where they are and what time they will be finished. These persons should be instructed to make contact if the person working alone is overdue and raise the alarm if there is no reply.

3.29 Working Time

The school recognises that when people work too many hours, their health can be affected and the risk of mistakes/accidents is increased. Compliance with the requirements of the Working Time Regulations 1998 is seen as the way to minimise these risks. Normal school arrangements usually ensure that staff receive the in work/ daily/weekly breaks and annual leave entitlements specified in the Regulations. Some members of staff, during term time, work many hours more than the normal school week, both at the school and at home. When averaged over the reference period of 17 weeks, which will take account of school closures, the limit of 48 hours per week set by the Regulations is unlikely to be exceeded. Any member of staff whose workload dictates that they are required to work excessive hours should raise this with the Head of School.

3.30 Cleaning up of body fluids

Any body fluid is a health risk to pupils and staff. Staff and pupils must not clean up any body fluids without wearing the correct barrier gloves – all scratches and grazes could be entry points to the body. Disposable gloves and plastic aprons are provided in the medical room and must be worn while dealing with ANY body fluid. No child shall clean up another child's body fluid. Vomit, diarrhoea and blood can harbour many harmful bugs and viruses. There is surface spray in the medical room to help kill off bugs/viruses and should only be used to help with the clean-up of body fluids.

Fire Procedures

A fire risk assessment will be carried out to identify fire hazards in the premises. This will list in particular the combustible materials and flammable liquids. All working areas will have a specific risk assessment and all staff members will familiarise themselves with these assessments.

Copies will be included in staff handbooks and a complete risk assessment file located in the school office.

Prevention

- Limit the amount of paper. Dispose of waste carefully and regularly.
- Do not bring electrical equipment into school.
- All portable electrical equipment must be tested for safety.
- Fabric is required to be fire retardant.
- All purchased resources must be checked for fire safety and approved before bringing into school.
- Smoking is not allowed on school premises.
- Make sure combustible materials do not accumulate around electrical equipment.
- Make sure lights are not in contact with combustible materials.
- The cookery room has a risk assessment and a specific set of procedures which need to be understood prior for any cookery session.
- Be vigilant with regard to any child being in possession of lighters or matches.
- Leave any lighters or matches in individual lockers.
- Switch appliances off when not in use.
- Be aware and take action if a hazard is identified.
- Report any concerns about hazards or faulty equipment immediately.
- Fire doors must never be locked or blocked.
- Fire corridors or routes must be kept clear at all times.
- All new staff and children will be made familiar with fire prevention and evacuation procedures during the induction process.
- Doors marked 'Fire Doors' must be kept shut.

The fire system is maintained by Equans and is monitored regularly.

The caretaker tests the alarm on a weekly basis.

A Fire Evacuation Procedure is carried out once a term.

Fire extinguishers are in accordance with building regulations and are monitored by Equans. Staff trained to distinguish between apparatus use for fire extinguishers.
Fire notices and exit signs are also monitored by Equans and are displayed in school.

Exit lights are checked by Equans.

Fire and Bomb Alert Procedures

In the event of a real fire the caretaker will act as a fire marshal under the direction of The Head teacher or a member of the SLT.

The caretaker will be able to assist the relevant emergency service on arrival with their knowledge of the building and gas/electric shut off positions etc.

Bomb Alert

Should the school receive a bomb threat the Head teacher shall be responsible for any actions taken, together with informing emergency services, authorities and persons as required within the building and on the site.

We have a critical incident policy.

The alert shall be by means of a verbal communication to all areas by school staff.

Evacuation will be as FIRE evacuation procedures, but without the alarms sounding.

Equans staff will act as marshals when requested by the School Senior staff.

Fire Alert

Responsible Persons

Senior Person: Michelle Bunn
Second Senior: Chris Mills

Fire Wardens

1. Andy Smallcombe, Katie Eastmead
2. Vicky Duncan, Nenah Dow
3. Amy Russell, Amelia Clements
4. Michelle Rook, Samantha Scott
5. Abbie Holloway, Emma Hasnip
6. Gemma Mitchell, River Davison
7. Katy Holiday Rachel Lowin
8. Kerry Dickinson, Alex Oxby
9. Danielle Long, Robbyn Crips
10. Byron Kirk, Jenny Xu
11. Bethany Ranyard, Lainey Palmer, Jasmine Flemming
12. Tara Allett, Beverley Gibson
13. Megan Rea, Inga Danilova
14. Office staff

PFI Staff: Anna Uttley. Annexe Caretaker: Simon Ormerod

Outside school hours, the caretaker will be the senior person responsible.

Action

If a fire is discovered raise the alarm by breaking the glass of the nearest Fire Alarm operating point.
The school is automatically linked to the fire service.
Contact the caretaker if he is not present

When the Fire Alarm is heard the building is to be evacuated as follows:

- Teacher gathers children and leads them from the room in the direction of the nearest fire exit and proceed to the fire assembly point on the large field near the green containers. Office staff will take all registers.
- The class fire warden remains at the rear of the line to ensure all children exit correctly.
- Other school staff, visitors and LLFM staff follow general evacuation procedures.
  - Leave the building at once, quickly and calmly by the nearest available safe route to the external area around the building. Escape routes are indicated by green signs.
  - DO NOT stop to collect personal possessions.
  - Proceed to the fire assembly point on the large field near the green containers or the car park.

○ Teachers to check all children/persons are present and inform the Senior Responsible person if anyone is missing and the location you have come from, including the route taken.
○ DO NOT re-enter the building until told to do so by the Senior Person.
○ All fire wardens should carry a key to the fire exit gate.

Roles and responsibilities

Senior Person:
● This person should be readily identified to signify their authority and indicate to the responding emergency services that they are in charge.
● They should source information from fire wardens and on arrival of the emergency services give information of any missing persons and their possible location.
● Inform emergency services on their arrival of the location of the fire and whether this has been seen visually or indicated on the fire panel.
● All discussions with the emergency services should be handled by the Senior Person.
● The Senior Person is the only person to permit re-entry into the building after the approval of the emergency services.
● The caretaker will assist the Senior Person in the re-setting of the fire alarm and replacing the glass if broken.

Second Senior:
● To be in charge in the absence of the Senior Person.

Fire Warden 1:
● Proceed directly to the fire assembly point on hearing the fire alarm.
● Responsible for checking with teachers, school staff, fire wardens and FM staff that all persons are present and accounted for.
● Report to Senior Person on findings and obtaining relevant information requested if a person is missing.

Fire Wardens 2 – 14
● On hearing the alarm assist the teacher in the evacuation of the children, visitors and staff from the area, take up the rear of the line and check all areas as you proceed from the building. Close fire doors on route and liaise with other fire wardens.
● Carry out 'first aid' fire fighting (using a fire extinguisher) if appropriate without putting themselves or others at further risk or delay of leaving the premises.
● If the fire wardens have difficulty in evacuating anyone they should seek the help of other wardens and teachers and inform the Senior Person immediately of their location.
● They should, after clearing areas, take up the station with the teacher of not allowing any person to re-enter the building until informed that it is safe to do so by the Senior Person or the Emergency Services.

Fire Warden PFI (caretaker):
● Proceed directly to the location of the fire alarm panel to obtain information on the location of the alarm activation. Then report findings to the Senior Person.
● If possible, between informing the Senior Person and the arrival of the emergency services, unlock the boiler house, gas and electric intake rooms.
● Follow the instructions of the Senior Person by assisting in the dealings with the emergency services on their arrival.
● De-activating the fire alarm and re-setting the system, only when instructed to do so by the Senior Person or Emergency services.

Emergency Services:

On arrival the Emergency Services shall take command of the situation and the Senior Person shall follow their instructions and assist as required.

These procedures will be reviewed annually as part of health and safety audit.

CRITICAL INCIDENT MANAGEMENT POLICY

Introduction

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent years incidents, previously deemed unthinkable, have occurred in schools in the UK.

This policy is our school's contingency plan designed to provide a framework for handling a critical incident. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident. Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction is effective and efficient.
The details contained within this document will form the basis of the school's approach to such a crisis.

Co-ordinated support will be available to the school from County Council Children's Services and it will be practical to contact the County Council immediately.

If the incident involves the police, they will take control of certain management issues.

A **Critical Incident Management Team** may comprise the following staff:-

Head of School	Miss M Bunn
Members of SMT	Mr Mills / Mrs Z West / Miss H Trought / Mrs Wyles
Chair of Governors	Mrs. Gail Brown
Facilities Manager/Caretaker	Ms. A Uttley / Mr S Ormerod

Potential incidents which could affect Athena School are considered to be:-

i. Fire/flood
ii. Health risk – outbreak of contagious illness/disease like meningitis
iii. Major arson attack
iv. Fatal road traffic accident
v. Serious injury on out of school visit
vi. Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with additional implications for data protection
vii. Death of a pupil or member of staff
viii. Natural disaster within the community
ix. Consequences of terrorist or criminal activity

Appendix 1 contains an emergency contacts list – this will be reviewed annually and updated where necessary.

Terrorist attack/intruder/gun/knife incident

A lockdown procedure will be put into practice annually.

In the event of a serious incident, bells would sound around the school to alert staff. Failing this, staff would use the code word stated below.

Lockdown – Lockdown procedure
Lockdown End – End of Lockdown procedure

Should there be a threat, this could be a lone attacker or multiple attacks, the school would follow the following procedures.

Upon the event of a threat to staff and pupils the following action would be taken:

Outside threat response would be an Invacuation:

- Doors to the outside would be kept shut and locked from the inside, if not maglock doors.
- Any children who are outside would be gathered via staff instruction (normal breaktime routine) which they are familiar with and if possible, would be taken into the building. Should this not be possible staff should follow the Run Hide Tell guidance (see below) to get to a safe place.
- A member of staff would go straight to a member of SLT to report the incident.
- SLT or designated person would ring the police and give as much information using ETHANE (Exact location, Type of incident, Hazard, Access routes, Number of people at risk, Emergency service required)
- Verbal communication would then be spread by a member of SLT to each class using the code word Lockdown.
- All staff and pupils would then stay in class, blinds down and staying in seats, not near windows. Staff would aim to keep the pupils as calm as possible throughout normal routines.
- Children and staff to remain calm and quiet and await further instruction.

Should the threat have entered the building the response is either an Evacuation or a Lockdown:

- A member of staff would give the code word Lockdown.
- Staff would follow the 'CLOSE' procedure.
    - C – Close all windows and doors, and curtains and blinds where fitted
    - L – Lock all lockable entrances and exits
    - O – Out of sight and minimise movement
    - S – Stay silent and avoid drawing attention
    - E – Endure, be aware you may be in lockdown for some time.
- Class adults will then lock the classroom doors if possible and put as many barriers as possible between the intruder and themselves.
- Class to decide if using the cupboards in classroom would be suitable.
- Class phones will be on silent, and computer monitors/Smart Board/lights will be turned off.
- Staff and pupils not in classrooms at the time, will proceed to the nearest classroom available and follow the above procedure. This includes break and lunch outside times where pupils and staff will proceed to nearest school entrance and the nearest available room.
- If located down the office corridor, move to the staff room, following above procedure.
- Children will stay silent and away from doors and windows.
- Remain in place if safe to do so until the police arrive.
- First aid kit will be kept in class.
- **There is not to be any movement around the school sites during this lockdown procedure. This includes between buildings.**
- Procedure will only be lifted when SLT shares the code word Lockdown.
- A register will then be taken in each class to ensure everyone is accounted for.

Annex/Main building
In the event of the threat being on either site, SLT to be informed in both buildings by phone call and procedure followed in both buildings at the same time.

Sports Hall
In the event of a lockdown, the PE teacher will have a Walkie Talkie and will be given the code word via this. They will then follow lockdown procedure in the sports hall.

Run, Hide, Tell

The following guidance is taken from the Run, Hide, Tell film and advises those who get caught up in an incident to 'run, hide and tell' – this guidance can be applied to any place. We know that from case studies and real life testimony based on the experiences of people who have survived attacks the advice given in the film has saved lives.

RUN
- Escape if you can
- Consider the safest options
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

HIDE
- If you cannot RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door

TELL
Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

EMERGENCY CONTACT LIST

Name	Agency/Title	Number
Michelle Bunn	Headteacher	07545171276
Anna Uttley	Site Manager	07725445075
Gail Brown	Chair of Governors	01522 692311
Fraser Shooter	LEA	01522 554917
DFES Number		9257031 - Fortuna 9257032 - Athena
	Transport	568735
Radio Stations	Lincs FM BBC Lincs	549900 821000
Andy Smallcombe	Health and Safety Co-ordinator	07876711643
Chris Mills	Deputy Head	07870804155
Hannah Trought	SENCO	07793712903

TXTRound – for emergency closures

Username: Bridget Robson
Password: Monday18

http://www.txtround.co.uk/LincolnshireCountyCouncilEmergencyClosures/tabid/108/Default.aspx

* A Deputy Head will deputise for the Head of School in her absence

APPENDIX E – WORKING WITH MEDIA

The media is one of the main ways that any organisation can use to communicate with the public.

At the County Council, It is important that the audience feel confident in the skill and professional qualities of elected councillors and officers. The easiest way you can do this is to develop media skills.

The County Council's media team have a proactive media policy in place and aim to establish a strong relationship with all forms of the media.

This enables us to tell the public about the services we provide and raises our profile as a successful and go-getting organisation.

A good working relationship with the media will help when, inevitably, negative issues are raised by the media. We will firstly have a fairer hearing and secondly any negative publicity can be balanced against a bank of goodwill already built through previous positive coverage.

You cannot ignore the newspapers or the television and it is far better to take control and manage your relationship with the media. But to do this you must be prepared.

The media have been asked to contact the council through the media office.
The main areas we will look at here are:

- how to deal with journalists
- delivering the right message simply but with belief and passion
- techniques of how to control the questions
- how do you come across strong and professional?

WHAT IS THE MEDIA?

When you are planning the way you deal with the media it is important to recognise that every section of the media has varied listeners, viewers and readership and your approach should reflect their different interests.

Newspapers – there is a wide range of newspapers. Some are published daily, weekly, or even monthly. These include local, and national and can be paid- for or free. There are also specialist trade journals, examples being the Municipal Journal and Local Government Chronicle.

Journalists can be staff or freelance. Specialist journalists may have a good knowledge of the work of the council, but do not worry about spelling out the facts of the matter – it is far better to get details correct than to worry about offending a reporter.

Be more wary of national journalists as they are far more likely to be reckless with the facts than a local journalist who is likely to have to talk to tomorrow or the day after. They will not want to jeopardise your ongoing relationship.

Magazines

There is a wide range of local, regional and national magazines. There are local free lifestyle magazines, such as The Journal and a number of specialist publications covering business and public sectors.

Television

Contact with television journalists will usually be from one of the news programmes from the BBC, ITV or satellite stations. These will usually be for regional programmes such as Look North or Calendar. National programmes can work independently of their regional colleagues and may approach you directly. News interviews can be live or pre-recorded

National programmes and documentaries may also be interested in the services we provide. Always ask lots of questions about the nature of the programme and its aims before you agree to take part. These will be pre-recorded and can be studio or location based.

Radio

Radio stations can be either regional or national broadcasters. The council mainly deals with the local stations of BBC Radio Lincolnshire and Lincs FM. You can expect two entirely different interviews from these broadcasters, with the BBC journalistic doing a longer more in-depth report and the commercial station looking for news headline sound bites.

Websites

When people refer to 'new media' they are talking about news and magazine websites on the web. Statements or news releases can be emailed to them and used on their news pages.

News Agencies and Freelances

There are not as many news agencies these days but newspapers that do not have a local reporter can use them. Their main motive is cash and the more sensational the story the bigger the pay-off.

What do journalists want and how to handle them?

Journalists want the facts and as quickly as possible.

If you do not provide them with the information they need within the time available, they will go ahead and print their story without you.

Taking a call from the media

A journalist calls with a story about the school and they want a comment:

- Never do an interview cold
- Find out who you are talking to and where they are from
- Find out what the story is and why they are calling you?
- What questions will they be asking?

- Have they got a particular line on the story?

- Who else are they speaking to?

- Find out what their deadline is. The sooner you get your side of the story to them the more balanced it will be

- Avoid speaking “off the cuff”. Create some thinking space – say you are with someone and will call them back This will give you time to collect your thoughts and focus on key facts and messages

- What is their direct line telephone number or mobile? When does their shift end and who should you contact if it is after this time?

- If it is a television or radio interview is it going to be live or recorded? Is someone else going to present at the interview, turning it into a ‘head to head’.

- **Contact John Giblin in the County Council’s Media Team if it’s a sensitive issue and you need assistance (see contact details at end) or tell the journalist to contact John.**

WHAT TO AVOID

‘Off the record’ – there is no such thing as ‘off the record’, unless you know and trust a journalist particularly well. Even if they have not used your name the information is in the public domain and the damage is done.

‘No comment’ – never say ‘no comment’, It is an opportunity missed to put your side of the story and it can be potentially damaging. No comment can easily turn into the school refused to comment’ or ‘refused to discuss’.

The Interview

Try to be as warm and friendly as you can to journalists. Stay calm and courteous and try to ‘be yourself’.

Print Interviews

A newspaper or magazine interview can be taken over the phone or face to face. The journalist will take down shorthand notes and/or record the interview.

Be sure the reporter has understood any facts or statistics you give them.

Ask when the item is likely to appear and give them a number to call you back on if there is anything they need to check-up on.

Broadcast Interviews

Radio or television interviews can be carried out over the phone, in a studio or on location. If it is a radio interview down the phone it can be live or recorded. Find out which one it will be but treat every interview as live.

Remember if it is broadcast live it is heard in its entirety but if it is recorded it can be edited with parts of the broadcast used at a later time. Don't make damaging remarks, which you then qualify, as your remarks may be part used, out of context.
A studio interview may be 'on the couch' with the presenter or 'down the line' in a satellite studio.

How to handle the media interview

- Your audience will make instant judgements about you and what you are saying – **so you need to be in control.**

- Go into the interview with a clear objective and ask yourself **"What do I want to happen in the interview?"**

- **Plan, prepare and practise**. Write down the **key messages** and facts you want to make in order of importance. Three key positive points are enough and back them up with proof, examples and research and reports.

- Ask what the main questions will be and try to guess what else may be slipped in. Plan your answers to include your main points.

- You will want the audience to **feel better** about the school and raise the **profile** and the **credibility** of the school. Use positives to help the audience view the school as skilled, effective, and value for money and. The more you say it the more the audience will buy into it.

- Media is all about how you manage **image and perception**. Be positive and enthusiastic and you will engage your audience.

- Present a clear and logical message that is jargon free but uses strong, positive words. People words are always good, for example 'our community, and 'we'.

- If you look or sound bored by the subject you will not engage the audience. A subject comes alive when it is packed with 'people' facts and expressions.

- In an interview, plan your most important comment – your 'conclusion' first. Whatever you say to the media may be edited right down to fit a space or time slot. If you say your most important comment first, even if the interview is ended prematurely, your main point will have been made.

- If the first question does not allow you to use your conclusion in answer, try a diversionary tactic. For example you could say **' I cannot answer that now but what I do want to say is……'**

- When you have made your point stop talking. An interviewer may wait at the end of your statement to encourage you to commit yourself further than you had planned. It is up to the interviewer to fill the pause not you.

- Finish on a strong point. You will know when the interview is coming to a close when the interviewer uses phrases such as 'to sum up' and 'finally'. Make sure you close on a strong positive phrase. Repeat your opening statement (the one we have already referred to as the conclusion)

Dealing with difficult questions

- If the interviewer asks you a question which is wrong or which you disagree with then say so. Do not repeat the inaccuracy or offensive phrase – simply dismiss it. Try using the rebuttal phrases:
  "That is completely wrong"
  "That is not true"
  "I disagree"
  "That is an irrelevant question"
  "That's not the issue".

- The rebuttal phrase **"We don't see the issue that way",** is another useful control phase that can be used against many different types of questions
- Control phrases do not have to be negative. You can agree but still keep control by saying **"That's a valid point, however……..." or "That's true, but……."**

- If you are being asked the view of someone else, for example an elected councillor or an officer you can refer the reporter on by saying **"I don't know, ask them" or "They can speak for themselves, what I am here to talk about is……..."**

- Answering the question is not always in your best interest. Give the impression you have answered the question by moving the goalposts slightly and have faith in your 'control' phrases: **"I accept things could have been done differently but we have to move on now. There are procedures in place etc……."**

Key tips for radio interviews

- Try to sound like you are having a conversation with friends. This will help you to keep it simple and pass on information in a user friendly way.

- When you have answered the question go quiet and wait for the next point.

- Raise the volume of your voice to speak slightly louder than you normally speak.

- Be enthusiastic – this will help drive your voice into the microphone and keep the audience engaged.

- Preparation will help cut out too many ums and aahs.

Face to face studio interviews:
- Sit slightly forward in the chair resting your hands on the table. The microphone should be a hands span from your mouth and positioned just below your chin.

Key tips for TV interviews

Face to face studio interviews

- Be aware of where your mike is and do not hit it with your hand when you are talking. Take jingly jewellery off to prevent noise interference.

- Sit up straight and focus on the interviewer. This will help you to concentrate and lessen any nerves. It will also give you the correct eye line for the camera. If you look down to

the floor you will come across as ‘shifty’, if you look to the ceiling you look like you are not focused and will not engage your audience.

- Be energised from the beginning to capture the attention of the audience. Your body language and how you appear counts for 70% of the information you are communicating to a television audience.

- Plan, prepare and practice your key messages. Be positive – for example focus on where the money **is** going to be spent not where it isn’t going to be spent.

- Use your ‘conclusion phrase’ first.

- Use the **control phrases** to bat away unwanted or difficult questions to achieve what you have planned to say in the interview.

Down the line TV interviews:

- Check height of camera so you are not looking either up or down

- You cannot see the person who is interviewing you so you have to make eye contact by looking straight down the lens and imagining you can see the person in the studio.

- The camera will still be on you whilst the interviewer is asking the question – don’t let your eye line wander but keep looking down the lens and nod and react as if you can see the person talking to you. This one takes a bit of practice!

County Council media contact – John Giblin
Tel: 01522 552305
Mob: 07787151611
Email: john.giblin@lincolnshire.gov.uk

LINCOLNSHIRE COUNTY COUNCIL

KEY TASKS AND ACTIONS IN MANAGING A CRITICAL INCIDENT ON OR OFF THE SCHOOL SITE – SCHOOLS GUIDANCE

It may be helpful to recognise that an incident typically consists of three phases, Immediate Actions, Managed Response, Return to Normality

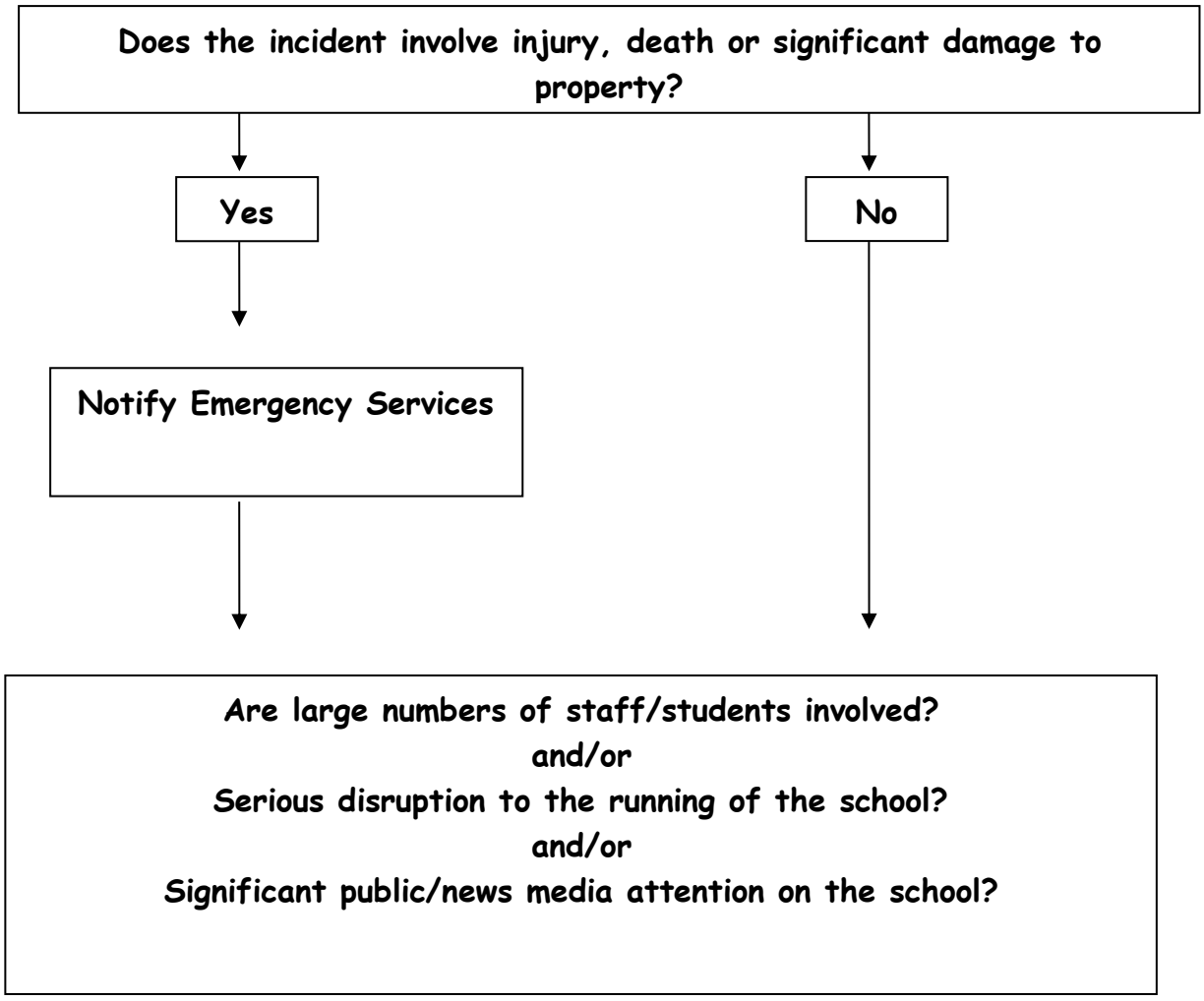
PHASE 1 – IMMEDIATE ACTIONS	**PHASE 2 – MANAGED RESPONSE**	**PHASE 3 – RETURN TO NORMALITY**
Actions 1-7 in Section 5 Critical Incident Guidance To be undertaken straight away, the order to be determined by the needs of the situation. ACTION 1 – Implement Incident Management Plan (IMP) ● Key Staff released from all duties ● Collect IMP – use off site copy if necessary ● Open log of events, actions, times ● Preserve scene of crime – if appropriate ACTION 2 – Assess risks, ensure safety ● Contact Emergency Services ● Open incident log and maintain throughout ● If off-site, establish plans for return of party ● Determine condition of adults for continuing safe supervision ACTION 3 – Gather Information ● When and where incident took place ● Names – involved and witnesses ● Nature of injuries, hospitals ● Emergency action taken ● Location and care of uninjured ● Remaining hazards ● Collect emergency contact information ● Control possible escape of inaccurate information ACTION 4 – Inform County Offices ● Contact LCC via Emergency Liaison Officer or designated alternative ● Agree whether LCC needs to initiate Critical Incident Plan ACTION 5 – Mobilise Schools Incident Management Team (SIMT) ● Brief SIMT and establish independent telephone line ● Clarify tasks, assign roles as identified in school's plan ● Timetable meeting(s) for review ● Plan for role of CIRT from LCC ACTION 6 – Contact Families ● Designate key members of staff and brief them (rehearse or write statement) ● Use schools records methodically – no duplication or omissions ● Offer advice on media contact if appropriate ● Arrangements for contacting pupils/staff families and return home ● Enlist outside help if necessary e.g. Governors, Police, Religious leaders ACTION 7 – Information Update ● Brief staff and governors, pupils, parents and community ● Establish support of Chair of Governors	Actions 8-11 in Section 5 Critical Incident Guidance **ACTION 8 – Plan Management of Incident** ● Meet with Emergency Liaison Officer and CIRT/SIMT ● Review plans, clarify tasks, assign roles ● Co-ordinate school / other agencies roles ● Establish meetings to review management of incident ● Clarify criteria for withdrawal of agencies ● Access further advice if required **ACTION 9 – Arrangements for dealing with enquiries** ● Before speaking to media, contact Public Relations Manager ● Ensure all future media contacts are in line with advice ● Release no names to media until confirmed by statutory authority e.g. Police ● Ensure families know situation and give permission ● Provide written statement for those answering the phone ● Caution staff about talking to the media ● Organise SIMT member to deal with visitors ● Designate an area/areas for parents / media / others to avoid overcrowding ● Maintain log – key events and contacts **ACTION 10 – Arrangements for support** ● Identify those most likely in need ● Arrange individuals / agencies able to offer support ● Ensure all know that support arrangements are being made ● Set aside appropriate areas for distressed pupils/staff ● Include arrangements for support in media statement ● Be aware of possible wider issues e.g. witnesses, siblings, apportioning blame, vulnerable pupils ● If closing school, ensure arrangements are known to all; transport, collection, safe waiting areas, plans for reopening ● Plan for on-going support on return to school – see resource sheets 6,7,8 in CIP **ACTION 11 – Arrangements for personal effects, registers and areas of school affected** ● Make decision after discussion with parents/carers with regard to personal effects	Actions 12-14 in Section 5 Critical Incident Guidance **ACTION 12 – Expression of sympathy** ● Plan how this will be carried out (EPS will help) ● Plan how best to support family ● Plan for attendance at funeral ● Plan for any form o memorial ● Arrange for school rep. To visit ill/bereaved ● Cards and messaged from pupils/adults ● Special assembly or service ● Special area for dedicated display **ACTION 13 – Return of those involved to school** ● Home visit by class/form tutor to discuss needs e.g. part-time return ● Support for emotional needs, e.g. how to cope with questions ● Support for possible physical needs e.g. mobility problems ● Rota of home visits by school friends ● Work to be done at home prior to return if appropriate ● Brief staff an pupils prior to return on how best to offer support ● Arrangements for differentiated work, missed course work, exams, workload for returning staff. Time off for those staff involved **ACTION 14 – Memorials and commemorations** ● Consider appropriate memorial – wishes of those involved ● Appeals and donations, seek advice from Red Cross ● Marking of anniversaries ● Brief subsequent new staff about the incident and long-term emotional needs of those affected ---------- -- GLOSSARY OF ABBREVIATIONS IMP – Incident management Plan (School)

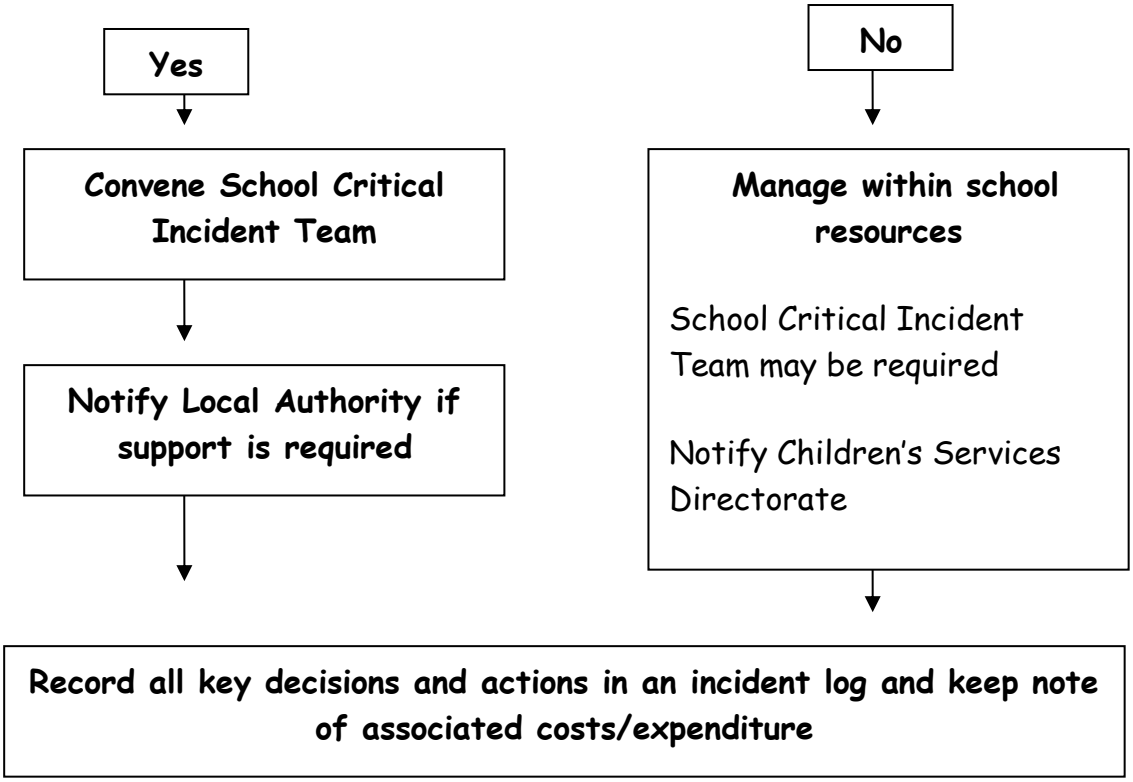
• Schedule briefing updates • Take advice from Public Relations re: Media contact • Give appropriate support for key staff with stressful tasks • Identify absentees and plan briefing for them	• Discuss with class members about work on displays, books, lockers, etc • Adjust class registers, rotas and other pupil listings • Make appropriate arrangements for any parts of the school affected e.g. cleaning, painting (see MBS/LCC Repairs and Maintenance Handbook)	SIMT – Schools Incident Management Team LCC – Lincolnshire county Council CIRT – Critical Incident Response Team

SECTION 5 – KEY TASKS AND ACTIONS IN A SCHOOL INCIDENT MANAGEMENT PLAN

The following good practice guidance is offered for schools to adapt for their own Incident Management Plan

5.1 KEY TASKS AND ACTIONS




Yes
No
Convene School Critical Incident Team
Notify Local Authority if support is required
Manage within school resources
School Critical Incident Team may be required
Notify Children's Services Directorate
Record all key decisions and actions in an incident log and keep note of associated costs/expenditure

APPENDIX A – contact telephone numbers

This information should be regularly checked and updated accordingly.

LINCOLNSHIRE COUNTY COUNCIL

ELO/Senior Officer

School Services Manager	01522 553259 (Office hours)
Head of School Administration	01522 553232 (Office hours)
Director's Office	01522 553201 (Office hours)
Emergency Planning Officer	01522 888111 (Outside office hours)
Communications Team	01522 552305
Education Psychology	01522 553341
Health and Safety Helpline	01522 836713 01522 836714 07793 187663
Transport Services Group	01522 782020
Emergency Planning Officer	01522 532220 (Office hours)
Employee Support Counsellor Service	01522 836198

APPENDIX B – INCIDENT EVALUATION FORM

School Name: **ATHENA SCHOOL**	**Date of Incident**
Brief Description of Incident: **ELO contacted Yes / No** **Incident deemed critical Yes / No** **Name of ELO:**	
Action taken by School:	
Description of any external support accessed:	
What worked well:	
What worked less well:	
How could things have been done better:	
Comment on the usefulness of Children's Services Guidance:	

Person completing form to forward to Emergency Liaison Officer

RESOURCE SHEET 1 – INCIDENT LOG

Location……..

Nature of Incident……..

FOR RECORDING VITAL INFORMATION IN THE EVENT OF A MAJOR INCIDENT

Name: ……. **Page: …….. of ……**

Date	Time	Name and nature of contact	Agreed Actions(s)

Dear Parents/Carers,

You may have heard/
It is with sadness and regret that I have to inform you

(known facts of the incident)

As a school community, we are all deeply affected by this tragedy/
I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected/to

(refer to individuals/families affected only where it is appropriate to release this information)

I have now spoken to all pupils and staff in school about what has happened and you will need to be aware of the following arrangements that we have now made:

Details about

- *School closure*
- *Changes to timings of school day transport*
- *Lunch time arrangements*
- *Changes to staffing*
- *Arrangements for specific classes/year groups*
- *Counselling support [See Resource Sheet 7: sample letter to parents re counselling] provision of further information*
- *If appropriate, advice about media contacts.*

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received, however it would be helpful if parents did not telephone in to the school during this time unless absolutely necessary, so we can keep phones and staff free to manage the situation.

Archived

The school's reaction to a critical incident can be divided into the following categories:

a) Immediate action
b) Short term action
c) Medium term action
d) Longer term action

IMMEDIATE ACTION – i.e. within hours of the incident occurring

1. Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential

2. Gather and brief the CIMT (Critical Incident Management Team) – brief the team, allocate roles and responsibilities

3. Trigger support from the County Council and other contacts on emergency list – establish clearly who is going to contact whom

4. Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIMT should agree a factual statement and avoid speculation

5. Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility

6. Make arrangements to inform other parents – may need to take advice from the Police and County Council especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet

7. Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils

8. Inform pupils – can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand

9. Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults

10. Deal with the media – most important to seek advice from Police and County Council before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and a designated spokesperson briefed and prepared to respond on the school's behalf

11. Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to

consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

SHORT TERM ACTION – the next stage

1. Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children's fears, etc

2. Managing staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff may become tired, weary and upset and this affects their powers to make sensible decisions

3. Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc

4. Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:

i) clarify what has happened
ii) allow for sharing reactions
iii) reassure people that reactions are normal
iv) mobilise resources, e.g. parental support groups

An experienced person, possibly someone from outside the school community, should lead this meeting

5. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required

6. Re-establishing routines – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

MEDIUM TERM ACTION

1. Return to school for staff or children after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process, etc

2. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident

3. Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these

4. Support for staff – ongoing monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

LONG TERM ACTION

Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the schools history to help them understand and deal with potential repercussions especially at anniversary times

Marking anniversaries – these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc …

Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma

Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement, etc.

Signed . . . . . Date . . . . . .
(Executive Head of Fortuna & Athena Federation)

Signed . . . . . Date . . . . . .
(Head of Athena School)

Signed …… Date……
(Chair of Governors)

Updated: July 2025

To be reviewed: July 2026